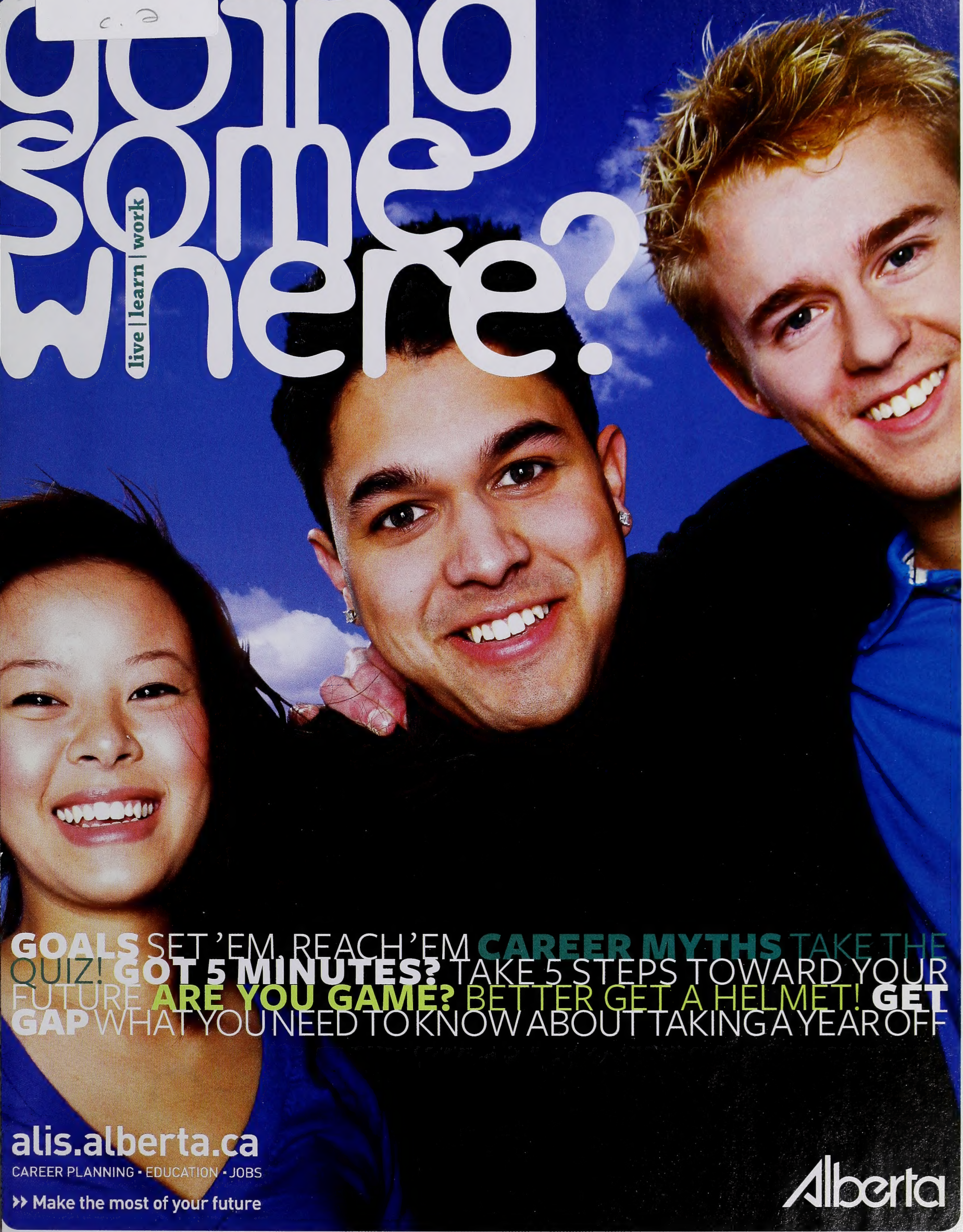


AL.2.2009-85

C.2

# going somewhere?

live | learn | work



GOALS SET 'EM, REACH 'EM CAREER MYTHS TAKE THE  
QUIZ! GOT 5 MINUTES? TAKE 5 STEPS TOWARD YOUR  
FUTURE ARE YOU GAME? BETTER GET A HELMET! GET  
GAP WHAT YOU NEED TO KNOW ABOUT TAKING A YEAR OFF

[alis.alberta.ca](http://alis.alberta.ca)  
CAREER PLANNING • EDUCATION • JOBS  
» Make the most of your future

Alberta



***JUST DO WHAT?***





**Now**  
Here are 5 things you can do in the next 5 minutes to help you figure out what you want and how to get it.



1. Name 3 things you really like to do.
2. Name 3 things you're good at.
3. Name 3 things you like learning about.
4. Name 3 adults who are good at the things you like to do.
5. Name 3 jobs you think you might be interested in.

Now you've got a list. Here's what to do with it:

Notice if any of the items in **1** are the same as the items in **2** or **3**. Keep this in mind when you check out page 17.

How do the adults you identified in **4** make their living? Do they use the things they're good at? If you know them, ask. If they're celebrities, Google them.

Try Googling the items you named in **1, 2 & 3** and add "jobs" to the search —e.g. mountain biking or snowboarding+jobs. Explore what turns up.

Do the jobs in **5** involve any of the things in **1, 2** or **3**? If you don't know, Google the jobs to find out. Follow some links.

*Now you're 5 steps closer.*

**When is NOW?**  
*when I graduate/when I earn more money/when I'm 21*

If you're waiting for someone else to hand you a career plan or point you in the "right" direction, you need to know:

- THERE IS NO PLAN!
- THERE IS NO "RIGHT" DIRECTION!
- NO ONE ELSE CAN DO THIS FOR YOU!

If you think that your real life hasn't started yet, think again:

- At this very moment, you are developing habits and skills that will be increasingly difficult to reprogram. But, if you want, you can begin to change them now.
- What you are and are not doing now are good indicators of what you will and will not be doing in 5 years unless you take charge.
- You are already the sum total of your experiences.

Here's the good news:

- THERE IS NO PLAN!
- THERE IS NO "RIGHT" DIRECTION!
- YOU DON'T WANT ANYONE ELSE TO DO THIS FOR YOU!
- YOU CAN TAKE CHARGE AND MAKE CHANGE!

No one else knows as well as you

- what you care deeply about
- the future you dream about
- the imprint you want to leave on the world

Very few things in life are written in stone. *Just do it.*



It's about  
you—your  
next 5  
minutes,  
your next 2  
weeks, your  
next 2 years.

It will  
help you  
figure out  
what you  
want.

It will  
help  
you get  
what you  
want.

# Reasons to read *Going Somewhere?*!

You may or may not have thought about your **career** or your **future**, but the adults in your life probably have.

You might have heard them use phrases like **planning for the future** or **choosing a career**. That can seem pretty irrelevant when you're just trying to survive high school. Or looking for work because you need to pay the rent.

When teachers, parents and other adults say **plan for your future**, they really mean **focus on what you want because that's how you get it**.

When they say **choose a career**, they really mean **use your interests, passions, values, skills and strengths to guide your choices about your living and your life**.

This magazine will help you do that.

It's a good idea to read this magazine if

- \* you're wondering what direction to take after high school and need to focus your thoughts
- \* you know and like the direction you're headed in, but need some help taking steps to achieve your goal
- \* you haven't got a clue what to think or feel or do about any of this

If you have **5** minutes, flip back a page and just see what happens.



# going somewhere?

## table of contents

<b>3 NOW</b> <i>5 minutes kick-starts your future</i>	<b>20 Go Anywhere</b> <i>Pick a path to your future</i>
<b>When IS Now</b> <i>This is not a dress rehearsal</i>	<b>22 Dream. Vision</b> <i>Whatever you want to call it</i>
<b>4 3 Reasons to Read Going Somewhere?</b> <i>It will help you figure out, and get, what you want</i>	<b>23 Something Completely Different</b> <i>Does your work exist yet?</i>
<b>6 Career Speak</b> <i>Career jargon clarified</i>	<b>24 Backhoes to Ballerinas</b> <i>Where skills can take you...</i>
<b>7 What Motivates You</b> <i>Food? Money? Applause?</i>	<b>27 A Skills-based World</b> <i>Get the skills you need</i>
<b>8 Research DIY</b> <i>Find out how to find out</i>	<b>28 Small (Big) World</b> <i>Go global</i>
<b>9 Watch Out for Those Big Assumptions</b> <i>Seriously, they'll get you every time</i>	<b>29 Taking a Gap Year</b> <i>Experience the big (small) world</i>
<b>10 Learn From Your Mistakes</b> <i>How mistakes help</i>	<b>30 Now, Next, Future</b> <i>Where are you spending your time?</i>
<b>12 Get a Helmet</b> <i>Life is tough. Play a game</i>	<b>32 Score Goals</b> <i>Long-term or short-term? Shoot for both</i>
<b>14 Know Your Self</b> <i>3 things to do NOW</i>	<b>33 Think Sector</b> <i>Multiply your possibilities</i>
<b>15 Your Very Own Board of Directors</b> <i>Who's on your team?</i>	<b>34 Career Quiz</b> <i>Are you career savvy?</i>
<b>16 Labour Market Information</b> <i>Make LMI work for you</i>	<b>36 Gateway Jobs</b> <i>From entry-level to opportunity</i>
<b>Let Me Imagine</b> <i>Sit back and picture your future</i>	<b>37 Goal-Breaking</b> <i>You can always change your mind</i>
<b>17 Strengths</b> <i>What are yours?</i>	<b>LifeWorkLifeWork</b> <i>Find your balance</i>
<b>18 Making Decisions</b> <i>Beyond rock, paper, scissors</i>	<b>38 Help!</b> <i>There's support all around you</i>

## also, check out...

Water .....	7	Let Go of Remote Control .....	35
Career cycle .....	11	Ask ALIS .....	39
Toe-may-toe, Toe-maa-toe .....	11	OCCinfo .....	39
The Power of Portfolio .....	27		

## Going Somewhere? LIVE | LEARN | WORK

### CAREER PRACTITIONERS AND EDUCATORS

*Going Somewhere?* is a quick introduction to career development that encourages young people to begin preparing for life after high school. Articles and exercises help students to

- identify their inner and outer motivators
- discover their interests, passions, skills and strengths
- explore possibilities related to what they like and what they're good at
- set short- and long-term goals and move in a direction that interests them
- build support networks
- think broadly in terms of industry sector, rather than focusing on a specific job
- explore various research alternatives (labour market information, volunteering or job shadowing)
- use a portfolio to showcase education, achievements and awards

The accompanying PDF-only resource *Going Somewhere? Educators' Guide* is available for free download at [alis.alberta.ca/publications](http://alis.alberta.ca/publications).

Catalogue Item # 752509

This publication is available to view or order online at [alis.alberta.ca/publications](http://alis.alberta.ca/publications). Copies can also be ordered from the Learning Resources Centre by telephone at 780-427-5775 or by fax at 780-422-9750.

For copyright information, contact:  
Alberta Employment and Immigration  
Career and Workplace Resources  
Telephone: 780-422-1794  
Fax: 780-422-5319  
Email: [info@alis.gov.ab.ca](mailto:info@alis.gov.ab.ca)

© 2009, Government of Alberta, Alberta Employment and Immigration

This material may be used, reproduced, stored or transmitted for non-commercial purposes. However, Crown copyright is to be acknowledged. It is not to be used, reproduced, stored or transmitted for commercial purposes without written permission from the Government of Alberta, Alberta Employment and Immigration. This publication is not for resale unless licensed with Government of Alberta, Alberta Employment and Immigration. Every reasonable effort has been made to identify the owners of copyright material reproduced in this publication and to comply with Canadian copyright law. The publisher would welcome any information regarding errors or omissions.

Government of Alberta, Alberta Employment and Immigration publications may contain or reference publications, trademark, patent or copyright held by third parties ("third party material"), identified with a credit to the source. This does not grant the user a licence or right to that third party material. Users who wish to reproduce any third party material in this publication should seek permission from that third party.

Information in this publication was accurate, to the best of our knowledge, at the time of printing. However, legislation, labour market information, websites and programs are subject to change, and we encourage you to confirm with additional sources of information when making career, education, employment and business decisions.

The province of Alberta is working in partnership with the Government of Canada to provide jointly funded employment support programs and services.

ISBN 978-0-7785-6938-1

All photos in this booklet are for illustrative purposes only. They are not actual photos of any individuals mentioned.

03/2009—100M



*Here's what career professionals and others in the career development field mean when they use these terms.*

# Career Speak

	What it means to you	How career professionals see it
<b>Career</b>	Paid work you do throughout your adult life	The overall course of a person's work-related activities. Includes learning experiences, occupations and jobs
<b>Career counselling</b>	Talking to the school counsellor about what to do when you're finished high school	The process involved in helping people gain the knowledge, skills, attitudes and behaviours that will help them manage their life, learning and work effectively
<b>Career development</b>	Probably not a term you use	The process of actively creating the life one wants to live and the work one wants to do
<b>Job</b>	Work you do for money	A set of specific duties performed for a specific employer. "Heavy equipment air conditioning technician at XYZ Verification" is a job
<b>Occupation</b>	Job	A group of similar jobs. "Air conditioning technician" is an occupation
<b>Sector</b>	An industry, often known by familiar names like "oil patch," "health care," "high tech," and "the arts"	A group of related industries operating in a specific area of the economy. "Oil and gas industry" is a sector
<b>Labour market</b>	Job market	The marketplace where workers compete for jobs and employers compete for workers

For more info on **values, interests, skills, strengths and assets**, visit [alis.alberta.ca/careerplanning](http://alis.alberta.ca/careerplanning) and click on Self-Assessment Tools | **jobs**, visit [alis.alberta.ca/jobpostings](http://alis.alberta.ca/jobpostings) | **occupations**, visit [alis.alberta.ca/occinfo](http://alis.alberta.ca/occinfo) | **sectors**, visit [albertacanada.com/industries](http://albertacanada.com/industries) and [alis.alberta.ca/jobseeker](http://alis.alberta.ca/jobseeker) (click on Company & Industry Research, then Industry Outlooks)



# WHAT MOTIVATES YOU?

**W**HEN YOU'RE HUNGRY, you're motivated to eat. When you feel good about something you've done, you're motivated to do it again.

These are **inner motivators**. When you're hungry or you're feeling good about something you've done, what other people think about your decision may not influence you very much. You are *born* highly motivated to eat. You *learn* to be motivated by feeling good about something you've done.

None of us are born wanting to make a lot of money. Or to become a rock star. Or to save the planet. Money, applause and saving the planet are **outer motivators**.

You may learn to place a high value on these things. Or you may not.

Take a close look at your inner motivators when you start making decisions about your future:

- Inner motivators tend to last. They're what move you to make music even when there's no applause. Or to make planet-friendly choices even when no one else does.
- Research suggests that inner motivators can fade away when replaced by outer motivators. You can create a successful environmentally friendly business,

then find yourself compromising your standards to maintain your profit margin.

- Outer motivators can take away your control over your choices. You can boost your music career by signing with a major label but then lose control over your creative choices because you must meet the label's demands.

Think about a time when you were motivated to do something because...

...it felt good

...someone said you should

...someone else was doing it

**What's motivating you today?**



*You love it. You need it. Can you see your future reflected in it?*

Water management makes headlines. **Dive into an exciting new sector!**

Environmental protection is a growing public concern.

Work opportunities in sustainable water management and related occupations are coming on stream now!

Work as a Hydrometric Technician Hydrologist  
Oceanographer Water and Waste Treatment  
Plant Operator Limnologist Environmental Engineer  
Biological Sciences Technologist and so much more!

**Catch the wave!**

Visit [alis.alberta.ca/occinfo](http://alis.alberta.ca/occinfo)  
or a search engine near you!

*it's in you!*



# Research DIY

One good way to find out about something is to research it. Use the **published | people | practice** process to learn more about your options.

## STEP 1: PUBLISHED

### Ask ALIS

Visit the Alberta Learning Information Service (ALIS) website **alis.alberta.ca** for career-related links, articles, tools and video:

- Click on the High School Students tab if you're in Grade 9 or high school.
- Click on Career Explorers to find out more about the career process, including an overview of occupations and sectors.
- Click on the Education/Training Seekers tab and the Post-Secondary Students tab for information on education and training programs.
- Download a copy of *Time to Choose... a post-secondary education program* to find out about programs at Alberta educational institutions. Click on eProducts & Services, then search the title.

### Google it

You know the drill.

### Go to the source

Go to the website of a post-secondary program or employer you're curious about. If the occupation you're interested in has a professional association or union, go there.

### Go to an LMIC

Alberta's labour market information centres (LMICs) offer a wide range of career and employment print and electronic resources. To find an LMIC near you, visit **employment.alberta.ca/offices**.

## STEP 2: PEOPLE

### Talk to Career Consultants

Alberta Career Information Hotline advisors can answer your questions and help you find information about career, education and employment decisions. Call them toll-free at 1-800-661-3753 or in Edmonton at 780-422-4266.

You can also talk to a career consultant in person at an Alberta Employment and Immigration service centre. Go to **employment.alberta.ca/offices**. Or call the Career Information Hotline to find a centre near you.

### Check out Youth Connections

Youth Connections can help you

- explore career options
  - connect with businesses looking for employees
- Find out more at **employment.alberta.ca/youthconnections**.

### Network

Ask your network—the people you know and the people they know—to connect you with people who work in the sector or who attend the program you're interested in. Tell your friends, family, teachers and co-workers what you're looking for. Ask them if they know someone who might be willing to share their experience.

### Do an Information Interview

Contact people working or studying in your area of interest. Ask if you can meet with them in person to talk about how they got to where they are—they'll be more likely to open up to your questions when you're face-to-face. Ask the people you interview for other contacts.

For more on information interviewing, go to **alis.alberta.ca/tips** and look for the tip sheet "Information Interviewing for Career Options."

## STEP 3: PRACTICE

### Job shadow/Tour the program

Arrange to spend a half-day at work or school with a person in the occupation or program you're interested in.

### Volunteer/Enrol in a non-credit course

Making a commitment that takes you inside the occupation, sector or area of study will give you firsthand experience and can help you find more contacts and information.

### Take a gateway job

Find out about the sector you're interested in. Take an entry-level job in that sector. See Think Sector on page 33 and Gateway Jobs on page 36.





# WATCH OUT FOR THOSE BIG ASSUMPTIONS

**S**ometimes the assumptions you make can get in your way. Here's an example:

**The word *polk* is pronounced \_\_\_\_\_.**

**The word *folk* is pronounced \_\_\_\_\_.**

**The *white of an egg* is pronounced \_\_\_\_\_.**

The first few blanks of this example set you up to make an assumption—to think a certain way. If you said “yolk” you were allowing an assumption to cloud your thinking.

#### Assumptions

- influence your behaviour and emotions
- can be incorrect
- can be self-defeating
- are to be constantly challenged

Cara's co-worker is not very communicative or friendly. Cara could assume

- she's done something to upset her co-worker
- her co-worker is a jerk

**or**

Cara could challenge her assumptions and

- realize there's no law that says her co-worker has to be her friend
- stop feeling guilty or hostile and instead cultivate positive relationships with her other co-workers

Jamal's biology teacher is not wildly enthusiastic that he has finally started handing in his homework assignments. Jamal could assume

- his teacher doesn't support his efforts
- he's wasting his time doing the work

**or**

Jamal could challenge his assumptions and

- realize that it would be nice if his teacher showed some enthusiasm but it isn't required
- keep doing the work so he stays in control of his own learning and reaches his goals

**What assumptions are you making? What will you do to challenge them?**



# Learn from your mistakes

*I have missed more than 9,000 shots in my career. I have lost almost 300 games. On 26 occasions, I have been trusted to take the game-winning shot... and I missed. **I have failed over and over and over again in my life.** And that's precisely why I succeed.*

*~ Michael Jordan, acclaimed NBA basketball player  
and the inspiration for Nike's Air Jordan sneakers*

**a** N EXECUTIVE IN A LARGE COMPANY works on a major deal that goes sour. The company loses \$3 million. The executive goes to the CEO of the company to submit a letter of resignation. The CEO says, "Hey, you can't quit now! I just spent \$3 million to train you!"

Some career gurus say that if you're not making mistakes, you're not trying, learning or risking enough.

When you were learning to walk, "mistake" wasn't part of your vocabulary. You fell, picked yourself up and tried again. You were free to make mistakes, so you were free to learn.

Learn from your mistakes:

- Identify the mistake. Be specific. "I missed the deadline because I didn't double-check the date."
- Review the steps that led to the mistake: what you did, what others did or any other relevant circumstances.

- Ask yourself what you could have done differently to prevent the mistake.
- Identify what you've learned. "I need to check details for myself."
- Explain to those affected—supervisors, teachers, customers, parents, friends—what you've learned.

It's counter-productive to put yourself down for a mistake. Forgive yourself. Try some positive self-talk: "I'm always learning, even when I mess up or things don't work out. I can learn from mistakes."

Evidence suggests that people who actively learn from their mistakes are healthier and live longer. For more on this topic, Google "Martin Seligman" and "optimism."

When you take risks, you grow. When you take risks, you make mistakes. Calculate the risk and prepare for it. Trust that you can learn from the outcome—whatever it is.



# CAREER CYCLE

*Ride your life*

make it happen • know yourself • explore the possibilities • make a choice

You're gonna ride this cycle anyway. Your direction may change as your journey unfolds.

## Toe-may-toe, toe-maa-toe



*Both/And*  
The balance  
of opposites.



***Blending both in one successful sauce.***



# Get a \* \* \* \* Helmet

Your supervisor asks you to work an extra shift. You were planning to work on your Social project. You work the shift and ask your teacher for an extension. Should you move **BACK** or **FORWARD** 3 squares? Explain.

This sucks! You're only 2 days late submitting your application for a photography course at the local college and they won't let you enrol! Move back 2 squares.

You study and get your best mark yet on the exam. Move ahead 2 squares.

You've worked for 3 months, missed 4 shifts without a reason and been late 7 times. You ask your boss for a raise from \$10 to \$15 an hour. Go back 3 squares.

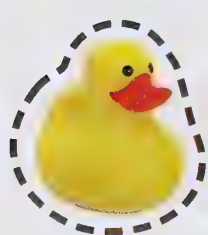
You're down on your parents because they don't compost kitchen waste. There are 3 weeks' worth of decomposing, half-eaten lunches on the floor of your room. Move back 1 square.

You work the fundraiser you committed to instead of going skiing with your friends. Move ahead 3 squares.

Your friend skips the party to study & gets an A. You party, don't study and get a C-. Go back 4 squares.

## How to Play

1. Each player picks a playing shape and cuts it out.
2. Each player rolls the die. The player with the highest roll goes first. Play goes clockwise after that.
3. Players must follow the directions on the square they land on.
4. The player who crosses the finish line first wins the game.





Your grandmother is looking forward to your visit but your crush is throwing a party that night and you're invited. You visit your grandmother. Move ahead 2 squares.

You need a better mark in English to raise your average. You lobby your teacher to raise your B+ to an A, claiming that you deserve more than 3.5 out of 5 for "originality of thought" on a paper. Should you move BACK or FORWARD 2 squares? Explain.



You're watching a *Friends* re-run when you realize you have no idea what any of the characters do for a living. Move ahead 2 squares.

Life's tough and it ain't always about you~you're gonna

need a helmet!

Your friend has just scored the latest version of the hottest game. The jazz band is rehearsing for the big concert. You're one of 6 trumpet players. Will they miss you if you don't show? You go to rehearsal. Move ahead 2 squares.

At work, you have the opportunity to check Facebook and go online to some of your favourite sites without anyone knowing, so you do. You tell your supervisor you got behind on your work because of a computer problem. Go back 2 squares.

You own up to not putting the tools back in the crib at the end of your shift. Your supervisor is extremely upset and you're worried about losing your job. Move back 3 squares.

The deal was if you mowed the lawn, you got the car. You didn't mow the lawn. Now you're angry because you don't get the car. Go back 2 squares.

Finish



# Know Yourself

Knowing what to do after you leave high school starts with knowing who you are. When you make decisions based on what you know about yourself, you increase your chances of feeling good about those decisions. Begin the self-knowledge process right here, right now.

## Ask yourself : CareerSpeak for : Examples : Your answers

<b>What's important to me?</b>	Values	meeting new people being outdoors
<b>What do I like?</b>	Interests	drama outdoors/nature
<b>What am I good at?</b>	Skills	Spanish teaching rock climbing
<b>What makes me feel REALLY good when I'm doing it?</b>	Strengths/ Motivators	acting rock climbing
<b>What am I passionate about?</b>	Motivators/Strengths	the arts protecting the environment
<b>What do I like learning about?</b>	Motivators/Strengths	acting and theatre climbing technique
<b>What have I done/What do I have?</b>	Assets/Resources	several lead roles in school productions outdoor leadership certificate

## 3 things to do now:

1. Take 5 minutes to record your answers. Don't think about it too much—just record what pops into your head.
2. Read Strengths on page 17 and What Motivates You? on page 7.
3. Check out these self-assessment tools:  
[alis.alberta.ca/tips](http://alis.alberta.ca/tips) Go to Alphabetical Listing/Career Planning Step 1: Self-Assessment  
[alis.alberta.ca/high-school](http://alis.alberta.ca/high-school)  
[alis.alberta.ca/careerinsite](http://alis.alberta.ca/careerinsite)  
[authentichappiness.com](http://authentichappiness.com)





**B**EHIND MANY SUCCESSFUL organizations sits a Board of Directors—people chosen for their skills and experience, each bringing their own vision, viewpoint and experiences to the table to support the organization they serve.

Whether or not you're aware of it, you probably have a Board of Directors already—people who

- **inspire you**
- live and act in ways you admire
- **support and guide you**

Your Board of Directors can include people you know and people you've never met, famous people, your heroes from fiction, sports or the arts, friends and family members.

- Whose photo do you have in your room or locker?
- **Which superhero, athlete, musician or actor is on a poster on the wall of your room?**
- Who is your best friend?
- **Who is your favourite teacher?**
- Which family member do you most admire or feel closest to?

Your Board of Directors, even the ones you've never met, can help you in many ways:

- **Call a board member to talk over your decisions, problems and successes.**
- Ask a board member to help you connect with people who work in occupations or attend programs you're interested in.

- **Invite your board members to talk about their careers, their challenges and successes, and things they'd do differently. If they're celebrities or historical figures, learn more about them.**
- Think about why you chose each board member. What skills, attitudes, achievements, experiences or resources do they have that you admire? How could you emulate them?

Write down the names, draw in the faces or affix the photos of your Board of Directors around the table on this page.

*Let them inspire you!*



# Labour Market Information

The labour market is CareerSpeak for the marketplace where workers compete for jobs and employers compete for workers.

Research labour market information (LMI) to find out

- current and future job or occupational opportunities
- what skills employers are looking for now and in the near future
- what the outlook for work is like in specific sectors, occupations and parts of the country

To find out more about labour market information, go to the ALIS website at [alis.alberta.ca](http://alis.alberta.ca) (go to the Career Explorers tab/Industry & Company Research/Opportunities & Trends)



# imagine

Here's an important and necessary kind of career research that you can do right now. Just follow these instructions:

Find somewhere where you won't be disturbed. Breathe deeply and relax.

Ask yourself, "If I could be or do anything, anywhere, anytime, what would I be doing? What would I be working at? How would I spend my personal time?" Take your time finding the answers. Don't limit yourself.

Picture what you want clearly in your mind. Who are you with? What are you doing? How do you feel?

Capture this experience: write it, draw it, record it, play it.



# Strengths

You probably already know what your strengths are.

Your strengths are the things you're passionate about, not just the things you're good at. You may be good at writing, but writing would be one of your real strengths only if you love doing it. Real strengths combine your passion *and* your ability.

Here's how to recognize your strengths:

- Your strengths are things you love to do or use.
- Your strengths feed you.
- It's hard to go for a long time without using your strengths.
- When you use your strengths, you lose track of time. You feel whole and energized.

To identify your strengths, be specific. "I want to save the world" is a statement you may agree with passionately but it's too general to be a strength.

Strength statements often start with the phrase, "I feel strong when..." or "I love it when..."

**I love it when** an audience connects with my music.

**I feel strong when** the little kids soccer team I'm coaching plays well.

**I love it when** a senior shares a memory with me.

**I feel strong when** I solve someone's computer problem.

Write your own strength statements:

I love it when...

I feel strong when...





# Making





Set goals and go after them!

# Decisions

**d**ECISIONS CAN BE DIFFICULT. Each choice means you're making a commitment, so you want to be reasonably sure that you've made a good choice.

That doesn't mean you can't change your mind if your choice doesn't work out or a better one comes along. You can and you should. (Check out Goal-Breaking on page 37.)

When you pick one thing, it doesn't mean you have to give the other things up entirely. You may be able to work out a "have-your-cake-and-eat-it-too" solution. (See Toe-may-toe, toe-maa-toe on page 11.) You can also take the pressure off your decision-making by making one choice and delaying another.

Most decisions are quite small. For example, if you're not already a surgeon, you can't make a BIG DECISION and decide to be one right now. (Just for starters, who is going to let you perform surgery on them?) What you *can* decide is to research what being a surgeon is like, then decide to take courses that will get you ready for medical school, then decide to apply yourself in those courses, and so on. Each of these decisions is relatively small and manageable.

There is no 100% guaranteed method for making decisions. Here are two methods you can try.

## Dot-to-Dot Decision-Making

This linear approach is useful when making straight-ahead choices like which program to take or which

apartment to rent. It will help you make a decision based on logic. It also gives you steps to follow when you need to make a more complex decision but don't know where to start.

1. Define the problem.
2. Brainstorm alternatives.
3. Research—gather information.
4. Process the information. List the pros and cons.
5. Choose the option with the fewest cons and the most pros.
6. Act on your choice.
7. Evaluate your choice.

Try this yourself on a decision you're facing.

## "Feels Right" Decision-Making

Another way to make a decision is based on "gut feel"—what feels right.

Take your time and support the process:

- Do some research around the decision.
- Shadow someone who has chosen one of the outcomes you're considering or has made a similar decision.
- Try on your decision. Live for a day as if you had made your choice. See how you feel.
- Talk it over with your Board of Directors. See page 15.
- Write, draw, record, shoot hoops/run with/work out with the decision you're facing. Notice how you feel.



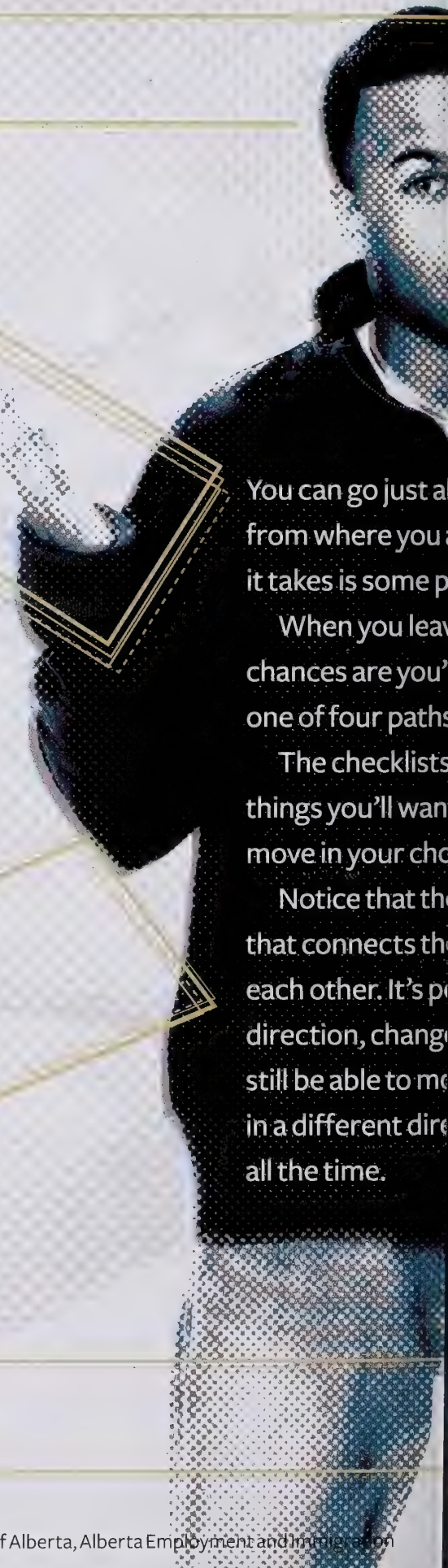
# GO ANY

## Apprenticeship

- ☐ I'm actively researching trades I'm interested in. (Visit [tradesecrets.gov.ab.ca](http://tradesecrets.gov.ab.ca) and click on Trades & Occupations or go to [alis.alberta.ca/occinfo](http://alis.alberta.ca/occinfo).)
- ☐ I know about the Registered Apprenticeship Program (RAP) that lets me earn credits towards an apprenticeship program and a high school diploma at the same time. (At [tradesecrets.gov.ab.ca](http://tradesecrets.gov.ab.ca) click on Learning a Trade.)
- ☐ I know that to become an apprentice or to take part in RAP I need to be hired by an employer first. (At [tradesecrets.gov.ab.ca](http://tradesecrets.gov.ab.ca) click on Starting a Career.)
- ☐ I'm taking the high school courses I need to meet the admissions criteria for the apprenticeship program I'm interested in. (At [tradesecrets.gov.ab.ca](http://tradesecrets.gov.ab.ca), click on Trades & Occupations. Then click on the trade you're interested in and scroll to Apprenticeship Training.)
- ☐ I'm building my academic, time management and organizational skills.
- ☐ I'm building other transferable skills by working or volunteering. (See A Skills-based World on page 26 and Gateway Jobs on page 36.)
- ☐ I update my portfolio and resumé regularly.
- ☐ I'm researching ways to pay for my apprenticeship education. (At [tradesecrets.gov.ab.ca](http://tradesecrets.gov.ab.ca) click on Financing Your Education.)
- ☐ I've looked at the other paths out of high school. I can take a different one any time.

## Work and Entrepreneurship

- ☐ I'm actively researching occupations I'm interested in, including the required qualifications. (Go to [alis.alberta.ca/occinfo](http://alis.alberta.ca/occinfo).)
- ☐ I'm researching job postings related to those occupations. (Visit [alis.alberta.ca](http://alis.alberta.ca) and click on Job Postings.)
- ☐ I'm taking the high school courses to meet the requirements for those jobs.
- ☐ I'm building my employability skills, such as time management and organizational skills. Check out [alis.alberta.ca/worksearch](http://alis.alberta.ca/worksearch). Click on Getting Started, then Your Skills and Accomplishments.
- ☐ I'm building other transferable skills by working or volunteering. (See A Skills-based World on page 26 and Gateway Jobs on page 36.)
- ☐ I update my portfolio and resumé regularly.
- ☐ I'm exploring ways to continue my learning on the job.
- ☐ I'm researching ways to keep building my skills and interests through continuing education courses.
- ☐ I'm developing my entrepreneurial skills. (Visit Junior Achievement of Canada at [jacan.org](http://jacan.org).)
- ☐ I'm exploring possibilities for starting my own business. (Visit [alis.alberta.ca/se](http://alis.alberta.ca/se) and [canadabusiness.ca/alberta](http://canadabusiness.ca/alberta).)
- ☐ I've looked at the other paths out of high school. I can take a different one any time.



You can go just as far from where you are as it takes is some part.

When you leave, chances are you'll find one of four paths.

The checklists show things you'll want to move in your chosen direction.

Notice that the paths that connects them are each other. It's possible to change direction, change still be able to move in a different direction all the time.



# WHERE

## Post-Secondary Education: College, University, Technical Institute

- ☐ I'm actively researching occupations I'm interested in. (Go to [alis.alberta.ca/occinfo](http://alis.alberta.ca/occinfo))
- ☐ I'm researching post-secondary programs related to those occupations, including admissions criteria. (Go to [alis.alberta.ca/edinfo](http://alis.alberta.ca/edinfo).)
- ☐ I'm taking high school courses to meet the admissions criteria for those programs.
- ☐ I'm building my academic, time management and organizational skills.
- ☐ I'm building other transferable skills by working or volunteering. (See A Skills-based World on page 26 and Gateway Jobs on page 36.)
- ☐ I update my portfolio and resumé regularly.
- ☐ I'm researching ways to pay for my post-secondary education. (Go to [alis.alberta.ca/studentsfinance](http://alis.alberta.ca/studentsfinance).)
- ☐ I've looked at the other paths out of high school. I can take a different one any time.

## Gap Year: Travel

- ☐ I'm actively researching destinations I'm interested in, including visa and work permit requirements. (For info, visit [voyage.gc.ca](http://voyage.gc.ca). Click on Tourist Visa Requirements or click on Publications to download a copy of *Working Abroad: Unravelling the Maze*. You'll also find tips about working overseas at [alis.alberta.ca/tips](http://alis.alberta.ca/tips). Go to the Alphabetical Listing and select Working Abroad.)
- ☐ I'm researching ways to continue my learning while volunteering or working overseas in those destinations. (See Small (Big) World on p. 28.) Check out [cida.gc.ca](http://cida.gc.ca) (click on Youth Zone) and [cuso-vso.org](http://cuso-vso.org).
- ☐ I'm taking the high school courses I need to meet the requirements for those work and volunteer opportunities.
- ☐ I'm building my employability skills, such as time management and organizational skills. (Check out [alis.alberta.ca/worksearch](http://alis.alberta.ca/worksearch). Click on Getting Started, then Your Skills and Accomplishments.)
- ☐ I'm building other transferable skills by working and volunteering. (See A Skills-based World on page 26 and Gateway Jobs on page 36.)
- ☐ I update my portfolio and resumé regularly.
- ☐ I'm researching ways to pay for my gap year.
- ☐ I'm considering the impact a gap year will have on my choices for working, apprenticeship and post-secondary education when I return.
- ☐ I've looked at the other paths out of high school. I can take a different one any time.



# Dream Vision

## Whatever you want to call it.

**m**OST OF THE PEOPLE AROUND YOU probably won't encourage you to dream. They'll want you to be "realistic" so you can succeed. Yet business people dream all the time—they call it "visioning." It helps them to set goals and move confidently towards their future.

### **Good things can happen if you let yourself dream.**

Give your dreams "life."

- Research the work you want to do.
- Assess your strengths, skills and attitudes.
- Learn the skills you need.
- Set goals that take you toward your dream.
- Reassess your dream and your goals regularly.

### **What can happen if you have a dream and decide to pursue it?**

People learn best when they have a need or a reason to learn. You may not be excited about

polynomials but if your **dream** is to travel the world and immerse yourself in indigenous cultures as an ethnomusicologist\*

→ you need to get Math 20 → so you can get Math 30 → so you can meet the entrance requirements to enrol in ethnomusicology at university

So you learn about polynomials.

And, whether you end up in ethnomusicology or not, you graduate with a diploma that opens a lot of doors, leading to other possible dreams.

*\*ethnomusicology (noun)—the study of the music of a particular region and its sociocultural implications, especially of music outside the European art tradition; the comparative study of the music of different cultural groups*

*\*Source: [www.yourdictionary.com](http://www.yourdictionary.com)*





# Something Completely Different!

**Y**OU DON'T NEED TO PANIC if you don't know what you want to do after high school. The work you're heading towards may not exist yet.

Or if it exists, you may not have heard much about it.

Chances are that when your parents were in high school, they didn't consider careers as web designers or MRI technicians—these occupations depended on technological developments that hadn't happened yet.

That's why some of the most effective career planning you can do includes

- exploring possibilities related to what you like and what you're good at
- moving in a direction that interests you and watching for evolving roles once you're working in the field
- staying open to the new and unexpected as it comes your way

Suppose you like video games and you love to draw. You might want to work as a video game

artist or an animator but doubt you'd be able to find a post-secondary program or work in the field in Alberta.

## Surprise!

You can pursue 3D animation in Alberta:

- Check out 3D animation as a career at **[alis.alberta.ca/occinfo](http://alis.alberta.ca/occinfo)**. Click on Search by Title and go to Animator. Explore the links.
- Watch a video about one 3D animator's career at **[alis.alberta.ca](http://alis.alberta.ca)**. Click on Video Career Clip, then enter 3D Animator.
- Bioware is an Edmonton-based video game company with a worldwide reputation. Visit their website at **[bioware.com](http://bioware.com)**.
- You can study animation at several Alberta public and private institutions. Check out their programs at **[alis.alberta.ca/edinfo](http://alis.alberta.ca/edinfo)**. Click on Search by Program and enter Animation.



Over the course of your career, you'll develop transferable skills—skills you take with you, no matter where your career takes you. Communication, organizational, teamwork and leadership skills are some of the transferable skills that are valued in all sectors, most occupations and most of life.

Follow Chad's career path as he uses his transferable skills to take him from the controls of a backhoe to the ballet stage. Sound unbelievable? Read on!

# Backhoes to

1 In high school, an injury keeps Chad from playing football.

The coach asks him to help manage the team. Chad successfully organizes a multi-team tournament. The coach recognizes Chad's organizational skills and asks him to serve on the grad committee. Chad agrees because his crush Annie is also on the committee, in charge of decorations.



6 At the next gala auction, Stan bids on a "gag" thank-you gift for Chad—a walk-on role in an upcoming performance by a professional ballet company. Chad accepts the gift good-naturedly. At his first costume fitting, Chad recognizes the costume designer—it's Annie, who has transformed her creative and organizational skills into a successful career!

5 Stan agrees to invest in the business Chad wants to start. Chad uses Stan's investment as a down payment on a backhoe. Chad works hard and eventually has enough cash flow to pay off the backhoe, buy another and hire a second operator. Busy growing his company, he resigns from the foundation board but continues to help organize their annual gala auction.





# Chad Ballerinas



After graduation, Chad gets a job with a large construction company as an apprentice operating engineer (heavy equipment operator). He never does date Annie. He completes his apprenticeship, becomes a journeyman operating engineer and stays on with the company.

Transferable skills...  
some of the  
most powerful  
change-makers  
you'll ever meet!



Chad volunteers to help organize a charity golf tournament through work. He meets Stan, a successful older businessman, on the committee. Stan helps Chad network with other businesspeople. Chad helps Stan develop computer skills.



After 5 years of great money but increasing frustration with how the company is managed, Chad completes a business credentials training program part time on weekends. He continues to help organize charity events. Stan asks him to join the board of a large foundation.

► Who knows what  
will happen next?



**e**MPLOYERS ARE USUALLY SPECIFIC about the skills they're looking for. Many occupations (such as school teacher, welder or physician) require some form of post-secondary education. Those that don't often require at least a high school diploma. In other situations, employers may be willing to train the people they hire.

It's a skills-based world out there. One way to prove to an employer that you've got the skills to do the job is to earn a diploma, certificate or degree.

## High School

One good piece of paper to have is a high school diploma.

- For information about what you need in order to graduate, check out **education.alberta.ca/students/grad.aspx**.
- For information about returning to high school or completing a diploma after your third year, check with your local school board. Visit **education.alberta.ca/apps/schoolsdir**.

If you're over 18 and have been out of school for at least 10 consecutive months, you can get a High School Equivalency Diploma. For more information, go to **education.alberta.ca** (click on Students, then High School Graduation and select High School Equivalency Diploma).

Some post-secondary institutions will accept mature students without a high school diploma. Check directly with the post-secondary institution you're interested in. Go to **advancededandtech.alberta.ca/college**.

## Post-Secondary

Currently 70 per cent of new jobs in Alberta require some form of post-secondary education. You can get a post-secondary education through an accredited institution or program:

- **Universities** offer development in academic, research and analytical skills in degree programs in a number of disciplines and professions.
- **Public and private colleges** offer certificate, diploma, academic upgrading, university transfer, apprenticeship, continuing education and applied degree programs.
- **Technical institutes** offer certificate, diploma, applied degree, apprenticeship and continuing education programs, often related to trades or technical work.
- **Apprenticeship training** is a combination of classroom instruction and on-the-job training in a trade. In Alberta, more than 50 trades (cook, hairstylist, electrician, machinist, etc.) have apprenticeship training programs.





## Getting the Skills

### On the Job

Take advantage of on-the-job training. Keep track of workshops, programs and courses you take and keep any certificates or other records in a safe place.

If your employer offers you only the bare minimum of training, train yourself:

- **Create your own orientation.** Ask your supervisor or co-workers about policies you should be aware of and who you should go to for advice, direction and problem-solving.
- **Learn from everyone around you.** If you don't know, ask and observe your co-workers, customers and suppliers.
- **Learn by teaching.** Train a new person or help a co-worker pick up a skill you already have. To teach something, you have to analyze how you perform the skill yourself.
- **Learn by experimenting.** As long as you work safely within company policy, try working beyond the rule book. For example, if you offer accessories to go with the outfit your customer is trying on, does it increase the likelihood of a sale?
- **Find a mentor or coach.** Look for an experienced person who will provide formal and informal instruction and constructive feedback.
- **Do the research.** Search the Web, trade magazines, newspapers, TV and books for information about your organization, industry and sector.

You'll find tips about learning at work at [alis.alberta.ca/tips](http://alis.alberta.ca/tips). Go to the tips "On the Job—As a New Employee" and "On the Job—Learning."

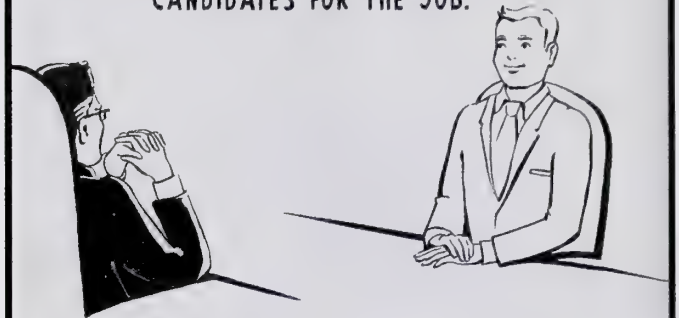
For information about

- apprenticeship, visit [tradesecrets.gov.ab.ca](http://tradesecrets.gov.ab.ca)
- the institutions listed above, visit [advancededandtech.alberta.ca/college](http://advancededandtech.alberta.ca/college)  
Click on Post-Secondary Institutions
- funding your post-secondary education, visit [alis.alberta.ca/studentsfinance](http://alis.alberta.ca/studentsfinance)

## WANT THAT JOB?

### USE THE POWER OF PORTFOLIO TO HELP YOU LAND IT!

JIM KNOWS HE'S ONE OF MANY QUALIFIED  
CANDIDATES FOR THE JOB.



JIM USES POWER OF PORTFOLIO TO  
SHOW MR. MANN HE'S GOT WHAT  
IT TAKES TO DO THE JOB.



JIM LANDS THE JOB!



USE THE *POWER OF PORTFOLIO* TO STORE,  
ORGANIZE AND SHOW INFORMATION ABOUT YOUR  
*SKILLS: CERTIFICATES, DIPLOMAS, COURSES*  
*ACHIEVEMENTS: AWARDS, ARTICLES, PHOTOS*  
*WORK AND VOLUNTEER HISTORY: RESUMÉ,*  
PARTICIPATION RECORDS, THANK YOU'S  
*LETTERS OF REFERENCE*

ASK ABOUT THE POWER OF PORTFOLIO WHEREVER  
CALM 20 AND CTS ARE SOLD!  
VISIT [ALIS.ALBERTA.CA/TIPS](http://ALIS.ALBERTA.CA/TIPS)  
CLICK ON TIPS BY TOPIC, THEN ABOUT PORTFOLIOS!





# Small World

**g**LOBALIZATION IS A FORCE that will continue to have an impact on the career choices you're making now and in the future.

Globalization's impact shows up in

- **offshoring**, where business processes from design to manufacture are relocated from one country to another—e.g. *a line of clothing that used to be made in Canada is now being made in China.*
- **outsourcing**, where aspects of a business, such as marketing or design, are subcontracted, often to people or a company in a different country—e.g. *a Canadian bank's customer services is outsourced to a call centre in India.*
- **a global marketplace** where your skills and experiences are marketable to organizations worldwide—e.g. *as a furniture designer, you could create your designs in Lethbridge on contract to a Swedish furniture company using the Web as your connection. Or you could build your skills in Alberta and then take a design job in Singapore.*

Globalization offers both opportunities and challenges.

## Opportunities

working and living in a different language and culture

using your skills and experience to get a job outside of Canada

living a global lifestyle, including frequent travel, 24-7 business hours and online business and personal relationships

## Challenges

working and living in a different language and culture

competing with people from outside of Canada for jobs both in and out of Canada

living a global lifestyle, including frequent travel, 24-7 business hours and online business and personal relationships





# Taking a Gap Year

**O**NE WAY TO EXPERIENCE the opportunities and challenges of working in a big (small) world is to plan a gap year—a year or so where you work to travel and volunteer, or travel to work or volunteer. Many employers and post-secondary programs consider overseas experience to be a plus when choosing employees and students. Where could you travel and what could you do?

Check it out at

- the Canadian International Development Agency at [cida.gc.ca](http://cida.gc.ca). Click on Youth Zone.
- CUSO-VSO at [cuso-vso.org](http://cuso-vso.org)
- *Verge* magazine: Travel with Purpose at [vergemagazine.ca](http://vergemagazine.ca)
- a search engine: enter “travel with purpose”

Where could you travel?  
and what could you do?

Worth a read: *The BIG Guide to Living and Working Overseas*, by Jean-Marc Hachey.



# now, next

## Now is the next...

*5 minutes, 2 weeks, 3 months*

NOW is what takes up most of your time and energy:

*Am I going to see him/her at noon hour?*

*Will I pass the next math exam?*

*Will I make the team/be cast in the musical?*

*How will I pay for a new phone?*

## Be intentional

*Spend 90% of your energy on Now*

*Spend 5% of your energy on Next*

*Spend 5% of your energy on Future*

Most of us spend 99% of our energy on NOW, so we're not thinking about what's next and what's in our future.

You're probably already pretty good at NOW. You know that in the next few months you'll be going

to classes, working part time, doing extracurricular activities and generally maintaining the status quo. The stronger the base you have in NOW, the easier it is to free up the energy you need to look ahead.

If you're interested in making the most of NOW, think about this:

### **How could I improve my skills?**

No matter how good you are as a student, at your job and in your other activities, ask yourself the question "How can I turn it up a notch?"

### **What do I need to do to stay engaged?**

School may be boring but if you're going to be there anyway, why not find ways to improve the situation or how you feel about it?

- See how the information in a boring course applies to your life now. How does Physics apply to Phys. Ed.? How does exploring themes in English help you identify patterns in your own life?
- Figure out how the course fits into the bigger picture. Do you need this course to graduate? Is it a required course for a program you want to take?
- Motivate yourself. Sit near the front. Talk to the teacher. Answer a question. Ask a question. Find out from keeners why they like this class.
- Reward yourself for the work you do in this course.

### **How can I build relationships?**

At school, work and other activities you have the opportunity to get to know

- other students and co-workers. You can learn a lot from the people you spend time with, especially when their ages and interests are different than yours. Check out the tip sheet "Bridging the Generation Gap at Work" online at [alis.alberta.ca/tips](http://alis.alberta.ca/tips).
- mentors. You'll find these people among your co-workers, teachers, coaches and adult friends. They possess a wealth of information, they know many other people, they're aware of opportunities that you may not know about—and they may be willing to share all this with you.

## What's next?

### **Next is...**

*next semester, next school year(s), when you leave high school*

NEXT is not yet right in your face, but you'll probably want to spend a bit of time planning for it, starting NOW.

### **Next is...**

- continuing to improve your skills, staying engaged and building relationships
- registering for courses that meet admission criteria for programs and jobs you're interested in
- continuing to explore your options following high school
- paying attention to what you like and what you're good at

You'll find some great NEXT resources at [alis.alberta.ca/tips](http://alis.alberta.ca/tips). Click on Alphabetical Listing and go to the Planning for Post-Secondary series of tip articles.

## What's future?

### **Future is...**

*2 to 4 (or more) years after you leave high school, when you feel ready for adult life*

### **Future is...**

keeping your options open, continuing to ask yourself what you want out of life, continuing to ask yourself what you want to give back.

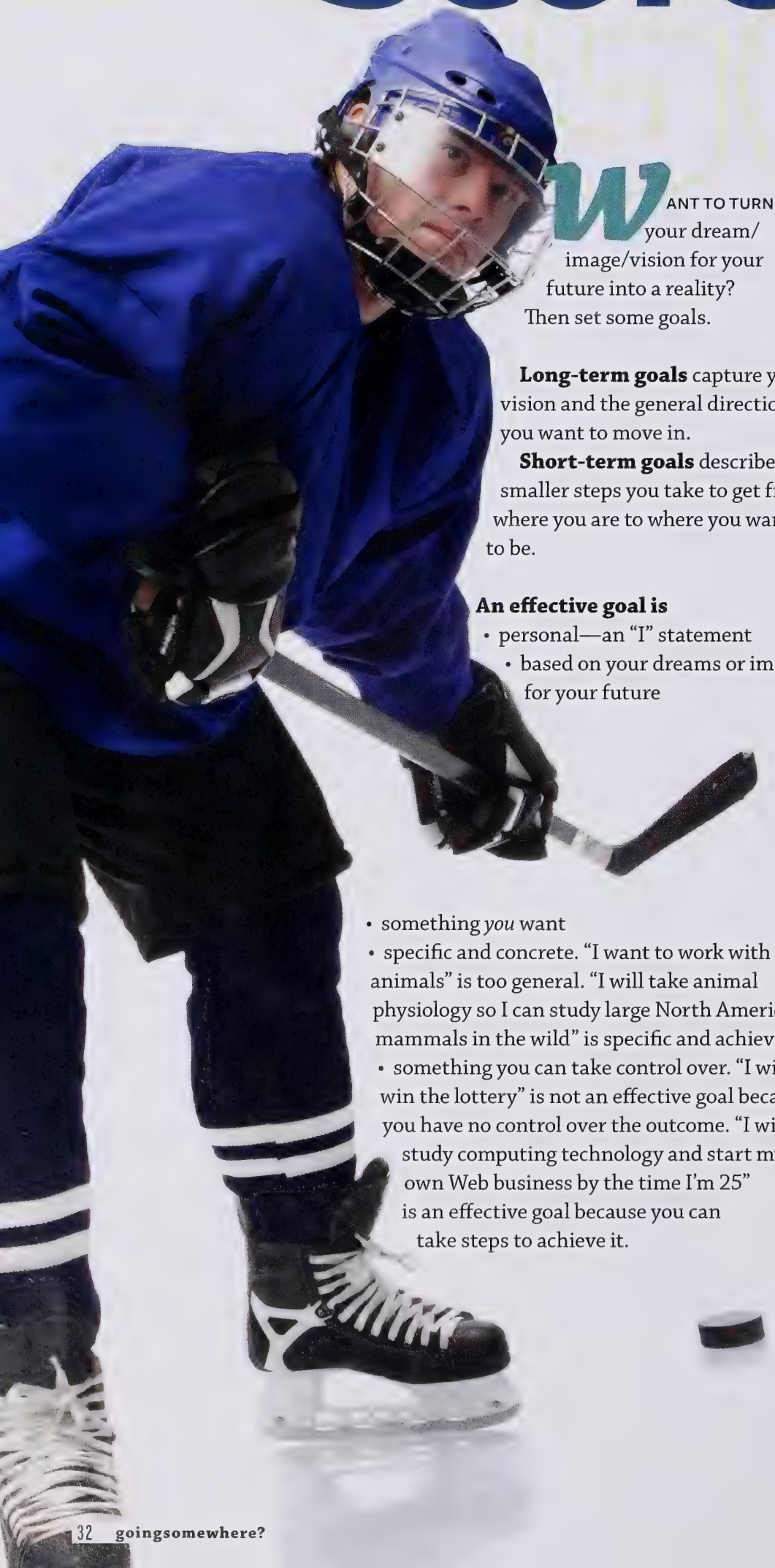


# at, future





# Score Goals



**W**ANT TO TURN your dream/ image/vision for your future into a reality? Then set some goals.

**Long-term goals** capture your vision and the general direction you want to move in.

**Short-term goals** describe the smaller steps you take to get from where you are to where you want to be.

## An effective goal is

- personal—an “I” statement
- based on your dreams or images for your future
- something you want
- specific and concrete. “I want to work with animals” is too general. “I will take animal physiology so I can study large North American mammals in the wild” is specific and achievable.
- something you can take control over. “I will win the lottery” is not an effective goal because you have no control over the outcome. “I will study computing technology and start my own Web business by the time I’m 25” is an effective goal because you can take steps to achieve it.

## Try writing a goal statement.

*Example: I will raise my chemistry and math marks by 10% this semester so I can meet the entrance requirements for the college program I want to take.*

I will \_\_\_\_\_

## Take these steps to reach your goals:

**1.** Identify your assets—the people and things that will help you reach your goal.

*Example: my teachers who have offered to help me, my friend Cory who is good at math and chemistry and will help me, my positive attitude and focus on my goal*

My assets: \_\_\_\_\_

**2.** Look at the barriers between you and your goal.

*Example: I don’t have enough time to do my homework. I work three 6-hour shifts a week. I don’t always understand the concepts in chemistry and math.*

The barriers: \_\_\_\_\_

**3.** Brainstorm around the barriers.

*Example: I could help my concentration by doing homework in my room rather than in front of the TV. I could spend less time on Facebook. If I offer to take the Sunday morning shift that no one wants, would that make it easier to get one less shift a week? Can I meet with each of my teachers one noon hour a week?*

Brainstorm ideas: \_\_\_\_\_

**4.** Make an action plan.

*Example: I will study at my desk in my room. I will give myself a half-hour online before I do my homework and I’ll stick to it. I will ask my supervisor if I can work one less shift a week. I will meet with each teacher once a week.*

My action plan: \_\_\_\_\_

Share your goals and your action plan with your Board of Directors (see page 15), friends and family and ask them to help you reach your goals.



# Think Sector

**Multiply your possibilities**

**j**OBS AND OCCUPATIONS are changing every day. Think about it—10 years ago, the most likely way to get your own legal copy of an album was to walk into a music store and buy the CD. Today you can download the same album legally to your computer or phone from an online store or an artist's website.

The jobs of music store owners and salespeople have changed in the last few years. So have their future prospects in these *specific jobs*.

On the other hand, the **entertainment sector**, the industry-wide umbrella that includes both online and walk-in music stores, continues to expand and grow. A music store owner who thinks "sector" could launch an online store or open a new store specializing in vintage vinyl.

## How does Think Sector help you?

"Employment transition" is CareerSpeak for when you change your work or your work changes around you. Thinking sector helps you be ready for these changes. If you're interested in nursing, start by thinking "health care." If you're interested in computer programming, think "information technology."

Expand your thinking from occupation to sector and multiply your possibilities.

Browse through the sectors on the ALIS Industry Outlooks page at [alis.alberta.ca/jobseeker](http://alis.alberta.ca/jobseeker) (click on Company & Industry Research, then Industry Outlooks) or at [albertacanada.com/industries](http://albertacanada.com/industries).

Young people in Canada today are likely to experience an average of 17 employment transitions in their working lifetime.\*

\*Source: Guiding Youth: Finding a Career Path and Connecting to Work workshop guides, published by Central Alberta Career Prep.



# Career Quiz

Which of the following statements are true and which are false?  
(Hint: Almost all of them are false!)

T F

1. You can be anything you want. ☐ ☐
2. There's only one "right" occupation for you. ☐ ☐
3. You need to know what you want to be by the time you leave high school. ☐ ☐
4. Only professionals have careers. ☐ ☐
5. It's a good idea to change your work every two to three years. ☐ ☐
6. A career counsellor can tell you what to be. ☐ ☐
7. You can't make a living from what you love to do. ☐ ☐
8. Making a lot of money will make you happy. ☐ ☐
9. You'll know it (career, path, ideal job) when you see it. ☐ ☐
10. You can plan your career path. ☐ ☐



1. **FALSE.** Effective career planning includes recognizing your strengths and limitations. If you don't have webbed feet and feathers, you can't be a duck.

2. **FALSE.** The world of work is more flexible than you might think. Many people use their strengths, values, skills, interests and experiences successfully in a number of different occupations throughout their career —and so can you.

3. **FALSE.** While it's a good idea to have a sense of direction (or a couple of directions you want to explore) by the time you leave high school, it's also a good idea to stay open to the opportunities you'll find along the way.

4. **FALSE.** Your career is the overall course of the work-related things you do in a lifetime. A house painter has a career. A landscape painter has a career. Try telling Bill Gates (who is not a professional) that he hasn't got a career.

5. **FALSE.** Yes, changing work roles is more common than it was 2 or 3 decades ago but when you find work that engages you, why would you change it for the sake of changing?

6. **FALSE.** You're the one who knows you best. You can seek guidance and advice, but the journey is ultimately yours to make.

7. **FALSE.** Yes, you can! Especially if you learn to Think Sector. See page 33.

8. **FALSE.** Studies tell us this is just not true. Celebrity magazines give us daily proof. Check out [authentic happiness.com](http://authentic happiness.com).

9. **FALSE.** To buy into this idea, you'd have to be pretty sure there's a life out there somewhere with your name on it, just waiting to be found.

10. **TRUE BUT ALSO FALSE!** Yes, it's a good idea make active career decisions like choosing a post-secondary program or applying for a specific job. But your career is a journey and no one, not even you, can predict the twists and turns in the path. Plan it, then experience and respond to whatever comes up. It's your life!



# LET GO OF

At work or at school, if you find yourself only doing what you have to do... if you feel brain dead... if you stop challenging yourself...

**YOU ARE BORED.**

When you're bored, you forget why you wanted to take this job or course in the first place... You clock-watch, snap at co-workers and friends, stop trying to learn or succeed.

**YOU DEVELOP A BAD ATTITUDE.**

Now it's your teacher's/supervisor's/parent's/fill-in-the-blank's fault if you're always late, if you can't handle the work or the customers, if you call in sick, if you lose the job or fail the course...

**YOU BLAME SOMEONE.**

When you blame someone else for your situation, you give up control.

**GIVING UP CONTROL OVER YOUR LIFE WILL NEVER MAKE YOU HAPPY.**

If you feel this happening to you, talk to someone, look for a challenge, learn something new.

**TAKE BACK CONTROL OF YOUR LIFE.**

# REMO CONTROL



# GATEWAY JOBS

If you're working now, how is your job a gateway job? If you're looking for work, what gateway jobs could you look for?

## Even if you...

- have made no career path decisions
- have no idea about what kind of occupation you'd like to work in
- are looking for a job because you need the money

...you can use a **gateway job** to your advantage.

## Gateway job

- an entry-level job that requires little experience or training
- a way to explore a sector (see Think Sector, next page)
- a way to develop skills specific to a sector
- a way to develop skills that transfer across sectors

Working as a busperson in a restaurant is a typical gateway job. If you had this job, you could use it as an opportunity to

- learn how to manage your time and duties successfully
- practise and improve your communication skills
- learn about and practice customer service
- observe servers and their work
- observe chefs and their work
- learn about the restaurant business
- learn about the hospitality sector and so on...



# Goal-Breaking

**L**IFE HAPPENS. Things change. That's why it's important to be flexible.

Life gives you feedback on your goals. This is good. It helps you to re-evaluate your decisions and plans after you've been living with them awhile.

If things don't feel right, then they probably aren't. When this

happens, it's time to check in on your goals:

- How have you changed since you set this goal?
- How has the world, the culture, the workplace and your situation changed since you set the goal?
- How much does this goal inspire you?
- How committed to this goal do you feel right now?

You always have the option of changing your mind.

## LifeWorkLifeWorkLifeWork

**C**all it a **life/work/career/path**. Or a **career/work/life/path**.

Your career will be an interconnection of all the things that are going on in your life.

Work, workplaces and workers are becoming more flexible all the time:

- Many skilled tradespeople work a number of 12-hour days, then have several consecutive days off.
- People telecommute, job share and work flex-time.
- Wireless handheld devices, cell phones and the Internet allow workers to be on call 24-7 without having to be in a physical workplace.
- Self-funded leaves allow workers to take 80% of their wage for 4 years and take the fifth year off.

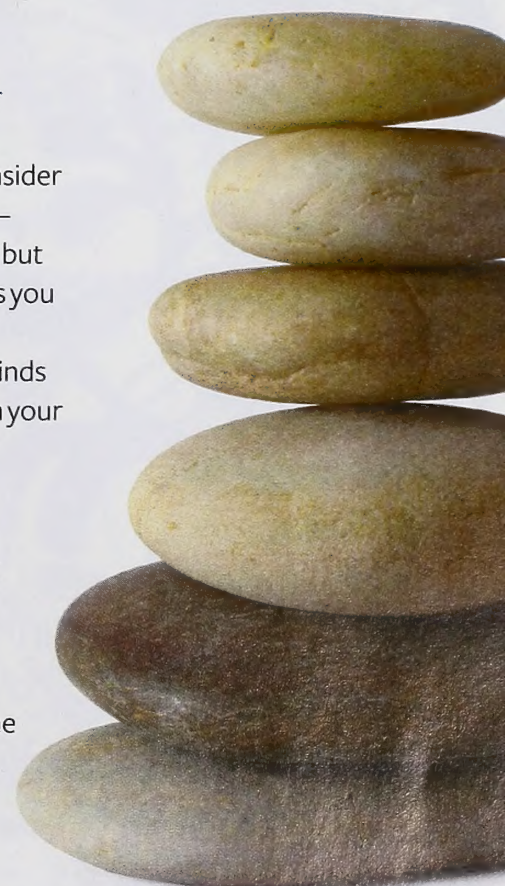
Environmental concerns, communication technology, an aging population and globalization will continue to shape the way Canadians live, work and raise their families.

What does all of this have to do with you and the choices you make about your career path?

Your work choices will have an impact on your lifestyle and your lifestyle will have an impact on your work choices:

- When you're researching specific work roles, consider things like hours, income and workplace setting—e.g. you may earn a lot of money in an occupation but it may not leave you as much time for other things you enjoy doing.
- You may have to move or travel to pursue some kinds of work, to study or to take a job. Does this fit with your vision of your future?
- You likely have many interests outside of work and school, such as sports and artistic pursuits or volunteering. Will the work you're considering leave you with enough time, energy and money to continue those interests?

This may be a good time to check out Let Me Imagine on page 16. When you imagine your ideal future, try also to imagine the many details of your life and lifestyle, both during and outside of work.





It's about  
you—your  
next 5  
minutes,  
your next 2  
weeks, your  
next 2 years.

It will  
help you  
figure out  
what you  
want.

It will  
help  
you get  
what you  
want.

# Reasons to read *Going Somewhere*!!

Turn questions  
about your future  
into answers.  
Because you're  
GOING  
SOMEWHERE.

